

Challenge Grant II Program Evaluation Survey

This survey will become part of your county's Challenge II contract with the Board of Corrections. For purposes of this survey:

- “Program” refers to a defined set of interventions that will be given to a specified research sample in order to evaluate well-stated hypotheses.
- “Research Design” refers to the procedures you will use to test the stated hypotheses for your Program. In some instances you will have more than one Research Design for a Program, in which case a separate survey must be completed for each Research Design.
- “Project” refers to all the work that you propose to do with Challenge Grant II. For example, if you have two Programs and two Research Designs for each Program, the entire effort would constitute your Project (and you would complete four surveys).

To simplify the task of completing this survey, we refer you to several sources; 1) the initial Research Design Summary Form, 2) your Program’s responses to the technical compliance issues identified during the grant review, and 3) the Request for Additional Information form distributed at the Challenge II Evaluators Meeting on June 23, 1999. If no additional information was requested of a particular item on the Research Design Summary Form, enter the original text into the appropriate space below. If more information was requested, provide a more complete response. In either case, please provide the additional information requested by any follow-up question.

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2. **Program Name:** Current Challenge Grant participants have found it useful to pick a name that helps them to create a Program identity (two examples are the “IDEA” Program and the “Home Run” Program). Indicate the title you will be using to refer to your Program.

WINGS –WORKING TO INSURE & NURTURE GIRLS’ SUCCESS

3. **Treatment Interventions:** Describe the components of the Program that you will be evaluating. Another way of saying this is, “Describe how the ‘treatment’ juveniles (those in the Program) will be treated differently than the comparison juveniles (e.g., more intensive supervision, more thorough assessment, a wider range of services, more aggressive case management, better aftercare, etc.).”

Intervention is gender specific services for girls using a home visiting platform. Services will include a systematic assessment that is female-based, a family services plan, mother-daughter mediation, linkages to health care and other community resources. Specialized services include substance abuse treatment, sexual abuse/incest/physical abuse, and parenting education.

- 3(a). The table below contains an exhaustive list of interventions that might be part of your Program. Use the appropriate number to distinguish the recipients, if any, of each of these interventions. If a particular intervention will not be part of your Program, please write a "0" in the box.

"1" - Treatment group only

"2" - Both groups with differences in specific intervention

"3" = Both groups with no differences in specific intervention

"4" = Comparison Group Only

1	Multi-disciplinary assessment to identify needs/plan interventions	0	Single point of entry/one-stop service center
0	Day Reporting Center	1	Multidisciplinary case management
0	Community Resource/Service Center	0	Restorative Justice Program
0	Neighborhood based prevention activities	0	Victim mediation/restoration
0	Teen Court	0	Institutional commitment
0	Neighborhood Accountability Boards	0	Transitional care
0	Victim advocacy	0	Voice tracking
0	On-site school	0	Community-oriented problem solving
0	Homework assistance	0	Reconciliation
0	Language proficiency development	0	Rigorous academic program
2	Monitor truancy through contact with schools	1	Tutoring
0	Probation officers on site: Prevention	0	ESL instruction
0	Probation officers on site: Intervention	0	Educational incentives
1	Social skills development	1	Mentoring
0	Life skills counseling	1	Life skills training
1	Youth leadership development	0	Swift and certain response
1	Parenting training - for youth	0	Emancipation skills training
1	Mental health counseling	1	Parenting training - for parents of youth
1	Family counseling	1	Sexual abuse counseling
0	Family counseling with involvement of extended family	0	Parenting counseling
0	Family conferencing	0	Parental prosecution
0	Family re-unification	1	Create multi-family support groups
0	Respite care	0	CPS referral
1	Family mentors	0	Medical services
1	Peer counseling	0	Physical therapy
1	Health education	0	Conflict resolution services
1	Conflict resolution training	0	Financial support
1	Anger management	0	Residential care
0	Finance management training	0	Clothing
0	Housing and food	0	Use of probation volunteers
0	Expedited case assignment and management	1	Vocational counseling
0	Community based restorative justice	1	Employment
1	Vocational training	0	Community service - paid
0	Job placement	2	Community service - unpaid
2	Pay restitution	1	Transportation
0	Intensive probation supervision	0	Behavioral contract
2	Probation supervision, not intensive	0	Speech therapy
1	Recreation activities	1	Outreach workers
0	After school programs		Other (Specify):
1	Crisis intervention		Other (Specify):
0	Electronic monitoring		Other (Specify):
1	Alcohol abuse counseling and support		Other (Specify):
1	Substance abuse counseling and support		Other (Specify):
0	Increase PO contact with other community agencies serving the family/youth (e.g., schools, mental health)		Other (Specify):

Please be advised that the interventions checked may be revised when all contractors are on-board and the entire project staff determine which interventions will best serve girls and the contractors have a “buy-in” with regard to the project.

4. **Research Design:** Describe the Research Design that you will be using. Issues to be addressed here include the name of the design (e.g., true experimental design), the use of random assignment, and any special features that you will include in the design (e.g., the type of comparison group you will use for quasi-experimental designs).

The research design is a classic experimental design with 500 eligible females randomized into two groups. Subjects will be compared on school attendance, school performance, substance abuse, compliance with probation conditions (informal and diversion) delinquent behavior and scores on the Regional Resiliency Checkup (R&R) instrument (screening form). In addition, pre-post comparisons will take place with the treatment subjects and may include a gender-based risk assessment two times during the project (intake and six months after program completion). In addition, treatment subjects will complete surveys at intake and at program completion to determine knowledge and use of community resources. The treatment group will also complete customer satisfaction surveys to identify perceptions of program and staff (post only). Number and types of interventions provided to the treatment group will be tracked. It is assumed that the control group will receive “treatment-as-usual” services as appropriate for this population and determined by probation policy. Available service intervention data will be collected on control cases.

A process evaluation will also be completed (described in response to Question #19).

- 4a. Check (✓) the statement below that best describes your Research Design. If you find that you need to check more than one statement (e.g., True experimental and Quasi-experimental), you are using more than one Research Design and will need to complete a separate copy of the survey for the other design(s). Also, check the statements that describe the comparisons you will be making as part of your Research Design.

Research Design (Check One)	
<input checked="" type="checkbox"/>	True experimental with random assignment to treatment and comparison groups
<input type="checkbox"/>	Quasi-experimental with matched contemporaneous groups (treatment and comparison)
<input type="checkbox"/>	Quasi-experimental with matched historical group
<input type="checkbox"/>	Other (Specify)
Comparisons (Check all that apply)	
<input checked="" type="checkbox"/>	Post-Program, Single Assessment
<input type="checkbox"/>	Post-Program, Repeated Assessments (e.g., 6 and 12 months after program separation)
<input checked="" type="checkbox"/>	Pre-Post Assessment with Single Post-Program Assessment
<input type="checkbox"/>	Pre-Post Assessment with Repeated Post-Program Assessments (e.g., 6 and 12 months after program separation)
<input type="checkbox"/>	Other (Specify)

- 4b. If you are using a historical comparison group, describe how you will control for period and cohort effects.

N/A

5. **Cost/Benefit Analysis:** Indicate by checking “yes” or “no” whether or not you will be conducting a Program cost/benefit analysis that includes at least: a) the cost per juvenile of providing the interventions to the treatment and comparison groups; b) the cost savings to your county represented by the effectiveness of the treatment interventions; and, c) your assessment of the program’s future (e.g., it will continue as is, be changed significantly, be dropped) given the results of the cost/benefit analysis.

Cost/Benefit Analysis			
	Yes	X	No

- 5a. If you will perform a cost/benefit analysis, describe how that analysis will be performed.

N/A

6. **Target Population:** This refers to the criteria that treatment and comparison subjects must meet in order to be able to participate in the research. Target criteria might include age, gender, risk level, legal history, wardship status, geographical area of residence, etc.

Please provide a detailed description of the criteria you will be using and how you will measure those criteria to determine eligibility (e.g., school failure as measured by suspensions/expulsions or by low grade point average).

It is important to note that the program intends to serve up to 1,560 girls during the three-year time period. The evaluation, however, will collect detailed data on 500 subjects.

The target population is juvenile female offenders who are a first or second-time referral to probation and eligible for diversion, informal supervision or formal probation with at home placement. The target females cannot be recommended for custody or have a prior out-of-home commitment. This group will receive gender-specific services. The girls may also be one-time wards as long as they have not been in custody.

- 6a. Describe any standardized instruments or procedures that will be used to determine eligibility for Program participation, and the eligibility criteria associated with each (e.g., “high risk” as measured by the XYZ risk assessment instrument, a score of "X" on the CASI, etc.).

Upon referral to probation, the standard Probation Intake Form #JFS 607 will be the initial screening instrument and includes identifying variables, age, ethnicity, instant offense, self-reported substance use and physical and sexual abuse, school performance, and grades; prior history, statements and actions of parents, and probation officers' rationale for disposition decision (e.g., close case, informal, or file petition). Variables are defined in ways that may change to meet BOC requirements. For example, school performance on the intake form is refined to one of the following responses: +good attendance; +truancy problem; +behavioral problem. Grades are described by +excellent; +above average; +average; +below average; and +failing. Project staff fully intend to comply with the data requirements of the BOC, but also respectfully request that the BOC recognize that the data elements should correspond to current practice. If consensus is reached in a manner satisfactory to both parties, the data are more likely to be complete and accurate.

The San Diego Regional Resiliency Checkup (R&R) form will be completed on girls in both groups. The R&R contains 12 domains and each can be scored along with an overall score. Norms are currently being developed for the R&R that will be used, in part, to assign both treatment and control cases to diversion, informal supervision, or formal probation with at home placement

7. **Sample Size:** This refers to the number of juveniles who will participate in the treatment and comparison samples during the entire course of the research. Of course, in any applied research program, subjects drop out for various reasons (e.g., moving out of the county, failure to complete the program, etc). In addition, there will probably be juveniles who participate in the Program you will be researching and not be part of the research sample (e.g., they may not meet one or more of the criteria for participation in the research, or they may enter into the Program too late for you to conduct the mandatory minimum of six months follow up of the juvenile after Program completion).

Using the table below, indicate the number of juveniles who will complete the treatment interventions or comparison group interventions, plus the minimum six months follow up period. This also will be the number of subjects that you will be including in your statistical hypothesis testing to evaluate the Program outcomes. Provide a breakdown of the sample sizes for each of the three Program years, as well as the total Program. Under **Unit of Analysis**, check the box that best describes the unit of analysis you will be using in your design.

Sample Sizes (Write the expected number in each group)		
Program Year	Treatment Group	Comparison Group
First Year	60	60
Second Year	190	190
Third Year		
Total	250	250

Unit of Analysis (Check one)			
X	Individual Youth		Family
	School		Geographic Area (e.g., neighborhood)
	Other		Other:

Please note: Subjects will be randomized from April 2000 though December 2000 to allow for program start-up and follow-up time periods.

8. Key Dates:

- “Program Operational” is the date that the first treatment subject will start in the Program.
- “Final Treatment Completion” is the date when the last treatment subject in the research sample will finish the interventions that constitute the Program (and before the start of the follow up period).
- “Final Follow Up Data” is the date when the last follow-up data will be gathered on a research subject (e.g., six months after the last subject completes the treatment interventions or whenever these data will become available).

Program Operational Date: November 1999

(Randomization Starts: April 2000)

Final Treatment Completion Date: December 2001

Final Data Gathering Date: June 2002

- 9. Matching Criteria:** Whether or not you are using a true experimental design, please indicate the variables that you will be tracking to assess comparability between the groups. Matching criteria might include: age, gender, ethnicity, socioeconomic status, criminal history, parental criminal history, etc.

Variables include eligibility criteria, age, offense, ethnicity, delinquent history, and risk assessment scores that assess drug use, school issues, and family concerns.

- 9a.** After each characteristic listed above, describe how it will be measured.

Measurement

- First or second-time female referral to probation not recommended for custody or out-of-home placement
- age at time of intake (proportion and average)
- ethnicity (proportion in specific categories)
- offense and delinquent history (number of referrals by type and level [felony/misdemeanor/status]; number and type of petitions filed; risk assessment scores [average scores by domain and overall])

- 9b. Which of these characteristics, if unequally distributed between the treatment and comparison groups, would complicate or confound the tests of your hypotheses? How will you manage that problem?

Given the random nature of the design, it is unlikely that this will occur. If it's purely random assignment, there should be no bias regarding characteristics in one group to another. Research staff, early on, will be compiling the intake data to explore comparability. Appropriate statistical tests will be performed to verify equivalency.

- 9c. If you are using an historical comparison group, describe how you will ensure comparability (in terms of target population and matching characteristics) between the groups.

N/A

10. **Comparison Group:** The intent here is to document the kind of comparison group you will be using. If you are using a true experimental design, the comparison group will be randomly selected from the same subject pool as the treatment subjects - in that case enter "true experimental design" in the space below. However, for quasi-experimental designs, the comparison group might come from a number of different sources such as: matched schools, matched geographical areas, other matched counties, a matched historical group, etc.

Please identify the source of your comparison group.

True experimental design.

11. **Assessment Process:** The intent here is to summarize the assessment process that will determine the nature of the interventions that the juveniles in the treatment group will receive. For example, psychological testing, multi-agency and/or multi-disciplinary assessments, etc.

The standard Probation Intake Form #JFS 607, the R&R, and a gender-specific assessment instrument (yet to be identified/developed) will be used to develop a case management plan for each female. Review of other programs' instruments such as "City Girls" and PACE will assist in the development of other gender-specific assessments. Other instruments related to services, such as vocational training may also be used, as will specific instruments to refine the frequency and scope of substance use. The full array of instruments to be used will be finalized after the contractors are on board (approximately October 1, 1999).

- 11a. Describe any standardized assessment instruments that will be administered to all treatment group subjects for the purposes of identifying appropriate interventions.

The standard Probation Intake Form #JFS607 and the R&R will be used to determine service needs. Additional gender-based and other instruments will also be used (see 11 above).

- 11b. Identify which assessment instruments, if any, will also be administered to comparison group subjects.

Comparison subjects will be assessed with the Probation Intake Form and the R&R.

12. **Treatment Group Eligibility:** Indicate the process by which juveniles will be selected into the pool from which treatment subjects will be chosen. This process might include referral by a judge, referral by a school official, referral by a law enforcement officer, administration of a risk assessment instrument, etc.

Referrals to probation come from various sources, including the police, schools, parents, and community agencies. Probation Intake staff review the referrals and make an initial decision whether a petition will be filed or not. Community Intervention Officers (for cases eligible for diversion and informal probation) and the Investigation Probation Officer (for cases in which a petition is filed) will conduct interviews with the child and parents to determine an appropriate disposition based upon the R&R Checkup. Completed R&R's will be forwarded to WINGS staff.

Voluntary Program Entry: The Probation Officer will discuss with the family his/her recommendation for disposition of the referral (i.e., petition & wardship without custody, informal probation, or diversion). The WINGS program will be described to the eligible girls and their families. The WINGS gender-specific services program will be offered in addition to formal probation without custody, informal probation, and diversion. In addition, the consequences for a girl's continued involvement in delinquency as evidenced by a new referral to probation, will be discussed with the family.

If a girl is eligible and willing to participate in the program, her case will be assigned to either the treatment or control group by contacting the evaluator and providing the girl's case number. Research staff, using a random numbers table will obtain the case number and indicate to program staff the group to which the girl is assigned. Evaluation staff will maintain this log and periodically check to ensure that assignments were made as intended.

Eligible Ages: Less than 2% of all the juvenile female referrals to probation in 1998 (2,812) were under the age of 12 at the time of referral. It is the Probation Department's intention to provide services to all females ages 12 to 17.5 years who are referred to probation. We understand that this is a broad range of ages for which to provide

developmentally appropriate, gender-specific services. However, we will require our contractors to meet the service needs of the girls at their various developmental stages and analyze the data by developmental age groups.

13. **Comparison Group Eligibility:** Indicate the process by which juveniles will be selected into the pool from which comparison subjects will be chosen. For true experimental designs, this process will be the same as for treatment subjects.

Same as above.

- 13a. If procedures for determining the eligibility of participants for the Comparison Group differ from those described in 12, please describe them. If different procedures are used, how will you ensure comparability of the two groups on critical characteristics?

N/A

- 14a. The table below contains an exhaustive list of the outcomes for which hypotheses have been developed by different Challenge II Programs. In the column to the left, check (✓) those outcomes that will be evaluated as part of your research design. For each such item, check the boxes to the right if you will also be collecting data for this variable for the period preceding program entry (Pre-Program) and/or for the period during program participation (During Program).

✓ Here if Applicable	Outcome	✓ Here if Data Will Also be Collected for Conduct/Status Prior to or During Program	
		Pre-Program	During Program
X	Risk Factors	X	X
	Time to Complete Risk Assessment		
X(referrals only)	Arrest/Referral (any)	X	X
X	# of Arrests/Referrals	X	X
X	Type(s) of Arrest(s)/Referral(s)	X	X
X	Petitions Filed (any)	X	X
X	Sustained Petitions (any)	X	X
X	# of Sustained Petitions	X	X
X	Type(s) of Sustained Petition(s)	X	X
	Adult Convictions (any)		
	# of Adult Convictions		
	Type(s) of Adult Convictions		

		✓ Here if Data Will Also be Collected for Conduct/Status Prior to or During Program	
	Institutional Commitment (any)		
X	# of Institutional Commitments	X	X
X	Commitment Time	X	X
X	Completion of Institutional Commitment	X	X
X	Restitution Ordered	X	X
	Restitution Amount		
X	Restitution Paid	X	X
	Amount of Restitution Paid		
	Court-Ordered Work		
	Court-Ordered Work Hours		
	Court-Ordered Work Completed		
	# of Court-Ordered Work Hours Completed		
X	Court-Ordered Community Service	X	X
X	Court-Ordered Community Service Hours	X	X
X	Court-Ordered Community Service Completed	X	X
X	# of Court-Ordered Community Service Hours Completed	X	X
X	Education-Enrollment Status	X	X
X	Education-Grade Level	X	X
	Education-Credits Earned		
	Education-Grade Point Average		
X	Education-Expulsions	X	X
X	Education-Suspensions	X	X
X	Gang Involvement	X	X
X	Alcohol Use	X	X
X	Drug Use	X	X
X	Runaway	X	X
X	Wardship Status	X	X
X	Informal Probation Status	X	X
X	Contacts with Probation Officer	X	X
X	Family Functioning	X	X
X	Self Esteem	X	X
X	Use of Community Services	X	X
X	Self-Protective/Avoidance Behavior	X	X
X	Client Satisfaction		X (Treatment Group Only)
X	Family Attitudes	X	X
X	Social Skills	X	X
X	Pregnancy/Child Birth Rate	X	X
X	Perceived Control Over Life	X	X
X	Community Attachment – Sense of Membership		
	Time to Initiate Supervision		

		✓ Here if Data Will Also be Collected for Conduct/Status Prior to or During Program	
X	Referrals to Community Agencies		X (Both - if available for the Control Group)
	Other (Specify):		
	Other (Specify):		
	Other (Specify):		
	Other (Specify):		
	Other (Specify):		

Note: Data will be collected at Intake, at Exit, and at Six months following Exit.

14. **Outcome Variables:** In the table below, list some of the most important outcome variables that you are hypothesizing will be positively affected by your Program. Possibilities include grade point average, truancy, arrest rate, successful completion of probation, petitions sustained, alcohol and drug problems, risk classification, etc.
15. **Score/Scale:** To "measure" the effects produced by your Program, you must put the variable in question on some sort of measuring scale (e.g., a test score, a count of occurrences, a rating scale, a change score indicating education achievement progress). For each variable for which you are making a hypothesis, indicate in the table below the measurement that you will be statistically analyzing when you test your hypothesis.
16. **Additional Information:** To explain more fully how you intend to test your hypothesis, you might find it helpful to supply additional information. For example, you might intend to partition the data by gender or make differential hypotheses for different age ranges. Supplying "additional information" is optional; but if there is some aspect of the hypotheses testing that is important for us to know about, please supply it in this section in the table below.

Variable	Score/Scale	Additional Information	Significance Test
Substance abuse	Risk score; average	From assessment	Chi square and t-tests, depending on level of data (proportion versus rate or average)
School performance	Grade level	At/above/below	Same as Above (S/A)
School attendance	Count/Ratio	Days possible by days attended	S/A
School behavior	Count	Suspensions/expulsions	S/A
Program compliance	Count	Number and type of interventions	S/A
Resiliency Assessment	Overall score	Pre-post scores for treatment group only	S/A
Knowledge of community resources	Scale/score	Pre/post survey for treatment group only	S/A
Criminal history	Count/average	Referrals by type and level	S/A

We could use T-Test for the assessment scores. We can use regression analysis to determine which factors are significantly associated with program compliance and non-compliance. Those factors will be determined later, but would certainly include age, offense, type of disposition, number of groups attended, assessment scores, and school enrollment.

- 16a. For each outcome variable that will not be measured by a standardized assessment procedure, describe the procedures that will be used. For instance, if your county has developed a risk-assessment tool that you will be using to measure change, please describe how it works.

The R&R Checkup is our standardized initial screening tool. For treatment girls, an additional gender-based assessment will be developed. Other instruments will be developed, such as the vocational skills training instrument, community resources knowledge survey and the customer satisfaction survey.

The following questions are supplemental to the Research Design Summary Form and will help us understand how you intend to manage data collected for this project.

17. **Significance Test:** In order for a statistical procedure to be the appropriate test of a particular hypothesis, certain assumptions must be met. It is critical at the outset of a research design to make sure that the measuring devices, measuring scales, samples, and methodology produce the kind of data that fit the requirements of the intended statistical procedure. In this section in the table above, please list your choice for the testing of your hypothesis, given the research design you have chosen, the measurement you will use, and the data you will be collecting.

18. What additional background information (if any) will be collected for the participants (both treatment and comparison)? For instance, will you gather information about family criminal background, drug involvement, parent attitudes, etc. If so, what will be collected and how?

Please see the next question.

19. How will the process evaluation be performed? What components will be addressed and how will they be measured (e.g., services available and frequency of use of those services by each participant)? What is the timeframe for gathering process-related information? What recording mechanisms will be used? If descriptive or statistical analyses will be performed, please describe what they will be.

The process evaluation will address these basic questions:

1. Was the project implemented as designed?
2. What factors contributed to its success?
3. What factors impeded project effectiveness?
4. To what extent were the project's inputs, activities, and results linked?

Besides the impact data collected, the research staff will attend all project meetings and document process and progress. In addition, the evaluators will conduct up to 50 interviews with girls and their parents to obtain supplementary qualitative information about their experiences with the program and their perceptions. Each year of the project, interviews will be conducted with project staff to identify concerns, obtain input on progress, and show successes. Finally, a survey will be administered each year to service providers throughout the county to determine how well the project has been vested in the community. The survey will ask respondents' knowledge of the project and their extent and nature of any collaborative efforts.

20. Describe how you will document services received by the treatment and comparison group members. Examples are: how many family counseling sessions did the family attend, how intense (and by what measure) was the drug treatment, did the subject complete the interventions, etc.?

A tracking form will be developed in conjunction with project contractors. Project staff who are providing the interventions will enter data into a computerized database that will be transferred electronically to the researchers who will conduct quality control and analysis. It is expected that the number and types of interventions will be recorded. This process has worked with other BOC projects that require evaluation.

21. What will be the criteria for completion of the program? For instance, will the Program run for a specified amount of time irrespective of participants' growth or lack thereof? If so, how long? Alternatively, will completion be determined by the participants' having achieved a particular outcome? If so, what will that outcome(s) be and how will it be

measured? Examples are decreased risk as measured by a particular instrument, improved academic performance, etc.

Successful program completion is defined as:

- 1) Participants must have completed at least six months in the program;
- 2) completed the case plan;
- 3) entered Level 3; and
- 4) did not require a new petition resulting in custody of 90 days or more.

For evaluation purposes, all service intervention tracking and data collection on the treatment group will occur for a 12-month period. The evaluation requires tracking of “booster” or any other services received by families whose cases were successfully closed prior to the 12-month period.

The R&R assessment will be done twice, at intake and six months following program completion, to measure change over time. Also, compliance with probation conditions, improving school attendance, reducing drug abuse, and no new referrals to probation will be measured.

22. If Program completion will be linked to probation terms, how will you record those terms and identify adequate completion? Examples include paying restitution, completing a work program, performing community service, etc.

See question above and grid.

23. On what basis will a subject be terminated from the Program and be deemed to have failed to complete the Program?

The following indicators of non-compliance with participation in the Wings Program **WILL** result in program termination:

1. Failure or continued reluctance to allow home contacts
2. Failure to attend required Center-based activities
3. Disruptive or uncontrollable behavior in group activities
4. Assaultive or suicidal behaviors
5. Chronic "runaway" episodes
6. Toxic and continuing levels of substance use, indicating a need for residential treatment of 90 days or more
7. Mental health issues not controlled by medication
8. True finding on a petition with a court recommendation for 90 or more days in custody

At this point it would be difficult to apply a set formula or point system to such occurrences. Almost all of these behaviors will be expected to a certain extent in most of the cases, and each situation will warrant individual assessment. Once the Center-based activities are established, for example, a standard could be set for group attendance, etc.